

2005-06 School Report Card - Floral Street School

Floral Street School (02710020)

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Working together...

Planting the seeds of lifelong learning

Cultivating cooperation, compassion, and confidence

Building integrity in a respectful community

...Our gift to the future

Enrollment - 2005-06			
	School	District	State
Total Count	746	5,873	972,371
Race/Ethnicity (%)			
African American	2.5	1.7	8.3
Asian	17.8	12.0	4.6
Hispanic	3.4	4.0	12.9
Native American	0.3	0.1	0.3
White	75.9	81.0	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Ethnic	0.1	1.2	1.4
Gender (%)			
Male	48.8	50.1	51.4
Female	51.2	49.9	48.6
Selected Populations (%)			
Limited English Proficiency	4.3	2.2	5.3
Low-income	6.7	7.5	28.2
Special Education	9.9	15.0	16.5
First Language Not English	14.6	10.6	14.3
Migrant	0.0	0.0	0.1

Grades Offered:	01, 02, 03, 04
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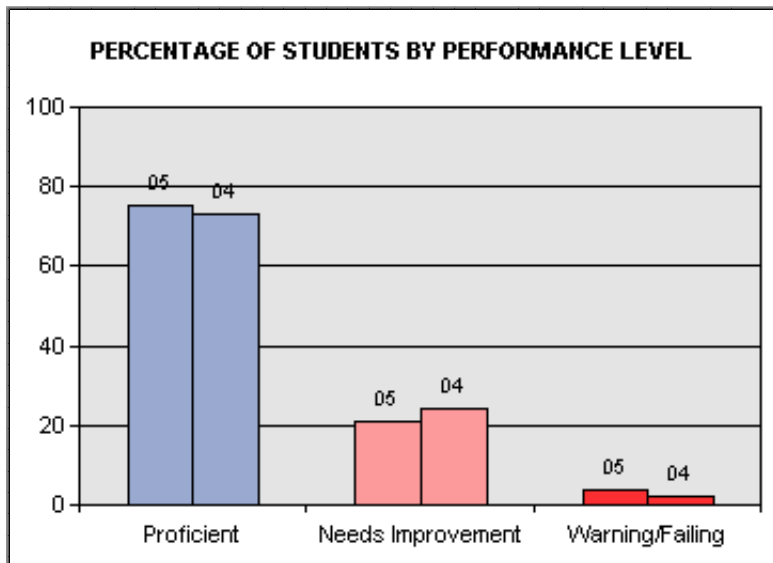
Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	51	380	73,593
% of Teachers Licensed in Teaching Assignment	92.7	96.9	94.4
Total # of Teachers in Core Academic Areas	46	333	62,301
% of Core Academic Teachers Identified as Highly Qualified	92.3	97.7	93.7
Student/Teacher Ratio	14.7 to 1	15.5 to 1	13.2 to 1

Web Resources	
Massachusetts Department of Education: http://www.doe.mass.edu/	
School and District Profiles: http://profiles.doe.mass.edu/?orgcode=02710020	
Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/	
Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/	

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GRADE LEVEL 3 - READING

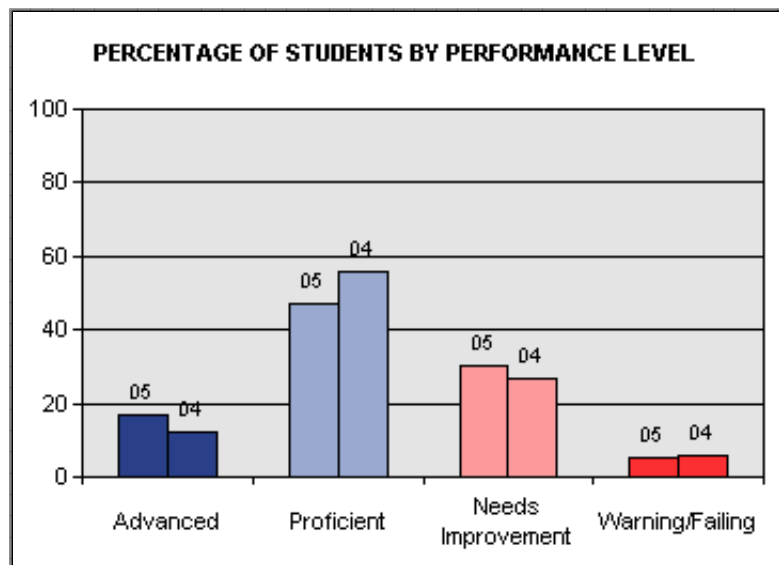
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	161	80	NA	82	18	0
DISABLED	35	17	NA	43	34	23
LIMITED ENGLISH PROFICIENT	6	3	NA	-	-	-
GENDER						
FEMALE	111	55	NA	84	15	1
MALE	91	45	NA	64	29	8
RACE/ETHNICITY						
AFRICAN-AMERICAN	3	1	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	24	12	NA	92	8	0
HISPANIC	5	2	NA	-	-	-
NATIVE AMERICAN	1	0	NA	-	-	-
WHITE	169	84	NA	73	22	5
LOW INCOME	16	8	NA	75	19	6
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	202	100	NA	75	21	4
2004	203	100	NA	73	24	2
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

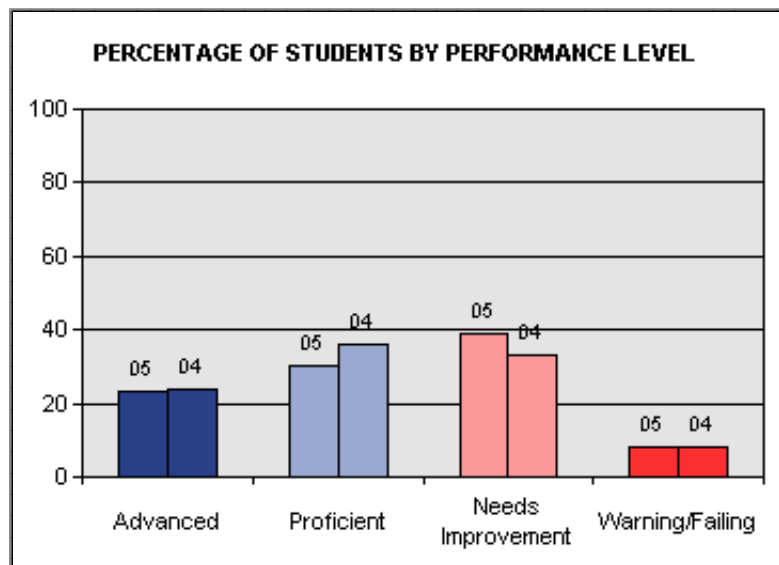
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	184	84	20	52	27	1
DISABLED	27	12	0	19	44	37
LIMITED ENGLISH PROFICIENT	8	4	-	-	-	-
GENDER						
FEMALE	116	53	23	42	28	6
MALE	103	47	10	53	32	5
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	3	-	-	-	-
ASIAN OR PACIFIC ISLANDER	37	17	27	46	27	0
HISPANIC	7	3	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	168	77	15	47	31	7
LOW INCOME	16	7	13	38	38	13
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	219	100	17	47	30	5
2004	199	100	12	56	27	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 4 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	184	84	27	33	36	3
DISABLED	27	12	4	4	52	41
LIMITED ENGLISH PROFICIENT	8	4	-	-	-	-
GENDER						
FEMALE	116	53	16	33	41	9
MALE	103	47	31	26	37	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	3	-	-	-	-
ASIAN OR PACIFIC ISLANDER	37	17	49	32	16	3
HISPANIC	7	3	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	168	77	19	31	42	8
LOW INCOME	16	7	13	19	38	31
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	219	100	23	30	39	8
2004	200	100	24	36	33	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	423	421	100	Yes	408	88.6	Yes	0.0	Yes	96.9	0.2	Yes	Yes
Lim. English Prof.	19	19	-	-	17	-	-	-	-	-	-	-	-
Spec. Ed.	56	56	100	Yes	55	65.9	No	0.9	Yes/EB	97.0	0.7	Yes	Yes
Low Income	33	32	-	-	30	82.5	-	-	-	95.3	0.4	-	-
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	61	61	100	Yes	57	93.9	Yes	1.7	Yes	96.7	0	Yes	Yes
Hispanic	12	12	-	-	12	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	339	337	99	Yes	330	88.0	Yes	-0.6	No	96.9	0.2	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	220	219	100	Yes	211	81.6	Yes	1.0	Yes	96.9	0.2	Yes	Yes
Lim. English Prof.	12	12	-	-	11	-	-	-	-	-	-	-	-
Spec. Ed.	25	25	-	-	25	49.0	-	-	-	97.0	0.7	-	-
Low Income	17	16	-	-	15	-	-	-	-	-	-	-	-
Afr. Amer./Black	6	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	37	37	-	-	34	90.4	-	-	-	96.7	0	-	-
Hispanic	7	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	169	168	99	Yes	165	80.8	Yes	0.7	Yes	96.9	0.2	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

Race/Ethnicity:

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Multi-racial. A person selecting more than one racial category and non-Hispanic.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students who have an Individualized Education Plan (IEP).

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Educator Quality - Educator information is as of October 1, 2005.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results - Spring 2005 Results

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Student Subgroup Definitions

Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu>

www.doe.mass.edu/sda/ayp/cycleIVmid/.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review